

Unit Planning Guide: Grade 7 Unit 7 of 8

Unit Title: Read it! Watch It!	Pacing (Duration of Unit):5 weeks (31-35)
Grade: 7	Buffer Day(s):3-5

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

RL.7.7. Compare and contrast written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g...lighting, sound, color, or camera focus and angles in a film).

RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's

WiDA Standards (ELL)

WIDA for English Language Learners
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they

portrayal of the subject (e.g... how the delivery of a speech affects the impact of the words).	<p>will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <p>Academic vocabulary</p>	<p>Essential Questions:</p>
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

That sources need to be cited
That there is a standard format (MLA) for citations
That plagiarism is academically dishonest (that's a no-no)

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Using search terms effectively to gather relevant information from multiple print and digital sources
- Assessing the credibility and accuracy of sources
- Quoting and paraphrasing data and conclusions
- Avoiding plagiarism
- Citing sources following a standard format
- gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Comparing and contrasting a text to an audio, staged, or multimedia version (literary and informational